

Inspection report for early years provision

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| Unique reference number | 142128 |
| Inspection date | 06/10/2009 |
| Inspector | Bridget Copson |

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| Type of setting | Childminder |
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1994. She lives in Ilminster, Somerset. The whole of the ground floor is available for childminding as well as the first floor for sleeping. There is an enclosed garden at the back of the house for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. She is currently minding three children in the early years age group as well as children over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not assured by the childminder who does not have a sufficient knowledge of safeguarding issues and does not keep all required records. In addition, she does not obtain all the required information from parents to support her in meeting children's needs. Otherwise, children are making suitable progress in their learning and development through the Early Years Foundation Stage (EYFS). Their individual interests are supported, but they are not learning about the diverse needs, beliefs and cultures of others. The childminder has made some improvements to the quality of her provision since her last inspection. However, this is not sufficient to ensure all requirements are being met and to further promote the Every Child Matters outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop a knowledge and understanding of safeguarding issues and procedures to promote the welfare of all children (Safeguarding and welfare) 06/11/2009
- obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health) 20/10/2009
- carry out a full risk assessment for each type of outing (Safeguarding and welfare) 06/11/2009

To improve the early years provision the registered person should:

- develop a better understanding of how to promote equality of opportunity to raise children's understanding of diversity
- plan children's development on an individual basis to promote all areas of their learning and to encourage them to develop to their full potential.

The effectiveness of leadership and management of the early years provision

Children's welfare is not safeguarded appropriately by the childminder who has an inadequate knowledge and understanding of child protection issues and procedures. This is a breach of a requirement. Risk assessments are carried out regularly within the house to ensure children are safe. However, risk assessments are not carried out for any of the outings children are taken on to ensure their welfare is safeguarded when away from the house. In addition, written parental permission is not obtained prior to the childminder administering medicine to children. These are a breach of requirements. Otherwise, policies, procedures and records are maintained to support the childminder in meeting children's needs.

The childminder has developed some systems to promote improvements to the quality of her provision, such as links with her local network and the local authority. However, she has not developed a system to monitor and evaluate the quality of her provision and to promote continuous improvement to children's care and learning. Since her last inspection she has made some improvements to her provision, and has attended training courses and workshops to update her knowledge and skills.

The childminder creates a generally positive environment in which children are cheerful and happy. She supports them in learning about positive attitudes and what is expected of them through discussion and guidance. However, the childminder does not have a clear understanding of how to support children in learning about diversity and the beliefs of other people, and there are limited resources to reflect diversity within her home.

The childminder has established suitable partnerships with parents. She provides them with policies and procedures for aspects of her provision to support them in making an informed choice. Parents provide the childminder with information regarding their child's needs and consent agreements are signed for most aspects of care. Parents are kept informed through daily communication, and a home diary for each child. They have some involvement in their child's learning through the 'Personal Pathway' book. The childminder has established some verbal links with other settings involved in children's care for consistency.

The quality and standards of the early years provision and outcomes for children

Children's learning and development is promoted appropriately, with an emphasis on children choosing according to their interests and preferences. The childminder completes observations of children at play, although not dated for reference, and

records their achievements in a 'Personal Pathway' book. In addition, she includes photographs and examples of their work to illustrate what they can do. However, observations are not used to plan children's next steps of learning on an individual basis in all areas, to encourage children to develop to their full potential. Children use an appropriate range of activities and play provision, most of which is easily accessible to them. Space is organised to allow children to play, eat and sleep undisturbed, although not always in a smoke-free environment. The childminder interacts to play with, support and observe children, but offers limited challenge and extension to promote their development further.

Children are happy and settled in the childminder's care and demonstrate a sound sense of well-being. They move around the sitting room and hall choosing, exploring and cuddling up to the childminder for comfort when tired. Younger children communicate and express themselves appropriately through sounds, gestures, shrieks and early word formation. Children play imaginatively with small world sets and role play resources. For example, children present especially enjoy cars and return to these toys throughout the day. Children also have opportunities to explore different media and materials in organised creative activities. Children are developing some understanding of numbers, and have some opportunities to use resources which promote their problem solving skills. Children are developing an understanding of their local environment, in which they visit places of interest.

Children learn about keeping safe through the childminder's road safety guidance and learning to play safely at home. Children are provided with some nutritious options for their snack and meal times to support a healthy diet. They have regular opportunities for physical play to promote their fitness and physical development, for example, walks, trips to the play parks and recreation ground, indoor soft play at 'Jungle, Jungle' and activities in the garden.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 4 |
| The capacity of the provision to maintain continuous improvement | 4 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 4 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 4 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 4 |
| The extent to which children adopt healthy lifestyles | 4 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- obtain prior written permission for each and every medicine from parents before any medication is given (Records to be kept) 20/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as detailed in the compulsory part of the Childcare Register (Records to be kept) 20/10/2009